

Collier County Public Schools

Highlands Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	16
Planning for Improvement	20
Positive Culture & Environment	0
Budget to Support Goals	0

Highlands Elementary School

1101 LAKE TRAFFORD RD, Immokalee, FL 34142

<https://www.collierschools.com/hle>

Demographics

Principal: Margaux Horne

Start Date for this Principal: 6/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (62%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	16
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	0

Highlands Elementary School

1101 LAKE TRAFFORD RD, Immokalee, FL 34142

<https://www.collierschools.com/hle>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To empower and challenge students to reach their maximum potential and become leaders.

Provide the school's vision statement.

Highlands Elementary School fosters an environment for leadership through engaging and challenging experiences which empower students to reach their maximum potential.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Horne, Margaux	Principal	<ol style="list-style-type: none"> 1. Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. 2. Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. 3. Ensures there is a data driven focus on student achievement. 4. Creates a positive school climate and culture within the school. 5. Maintains fair, reasonable, and consistent discipline within the school. 6. Facilitates the School Advisory Committee and develops the School Improvement Plan. 7. Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). 8. Ensures the proper maintenance and custodial care of school facility and grounds. 9. Supervises the creation of the master schedule and related staff assignments. 10. Provides professional development opportunities for all staff. 11. Evaluates instructional and non-instructional staff. 12. Assists as needed with District accreditation process. 13. Facilitates parent involvement in the school community. 14. Serves as liaison between school and community to utilize community resources. 15. Maintains and properly disposes of administrative and student records. 16. Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). 17. Ensures compliance with state and district assessment requirements. 18. Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. 19. Supervises the preparation of county, state, and federal reports originating at the school level. 20. Maintains inventory of supplies, equipment, and furniture within the school. 21. Recruits and interviews prospective staff members. 22. Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. 23. Provides leadership in implementing and evaluating before- and after-school instructional and extracurricular programs. 24. Performs other tasks, duties and responsibilities as assigned.
Rosenberger, Tiffany	Assistant Principal	<ol style="list-style-type: none"> 1. Manages school operations in the absence of the Principal. 2. Assists the Principal in maintaining a positive school climate and culture within the school. 3. Provides leadership with teachers and department chairperson/team leader concerning instructional programs.

Name	Position Title	Job Duties and Responsibilities
		<p>4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with middle schools.</p> <p>5. Develops and implements the school's master schedule and related staff assignments.</p> <p>6. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school.</p> <p>7. Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program.</p> <p>8. Works in conjunction with the Principal to ensure there is a data drive focus on student achievement.</p> <p>9. Assists the Principal in working with community groups and utilizing community resources.</p> <p>10. Assists in the development of the School Improvement Plan.</p> <p>11. Coordinates evaluation, selection, and distribution of instructional materials.</p> <p>12. Assists the Principal in the selection, supervision, and evaluation of staff.</p> <p>13. Supervises extra-curricular activities.</p> <p>14. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets.</p> <p>15. Assists the Principal in the preparation of county, state, and federal reports originating at the school level.</p> <p>16. Coordinates and conducts appropriate parent/teacher conferences related to curriculum.</p> <p>17. Secures substitute teachers as needed.</p> <p>18. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red).</p> <p>19. Works in conjunction with the Principal to provide professional development opportunities for all staff.</p> <p>20. Participates/facilitates in workshops, conferences, parent-teacher meetings.</p> <p>21. Serves as liaison between school and community to utilize community resources.</p> <p>22. Coordinates the IDEA 504 process.</p> <p>23. Oversees the implementation of the Positive Behavior Support (PBS) program.</p> <p>24. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal).</p> <p>25. Performs other duties, tasks, and responsibilities as assigned by the Principal.</p>

Name	Position Title	Job Duties and Responsibilities
Meehan, Marina	Assistant Principal	<ol style="list-style-type: none"> 1. Manages school operations in the absence of the Principal. 2. Assists the Principal in maintaining a positive school climate and culture within the school. 3. Provides leadership with teachers and department chairperson/team leader concerning instructional programs. 4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with middle schools. 5. Develops and implements the school's master schedule and related staff assignments. 6. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 7. Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program. 8. Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. 9. Assists the Principal in working with community groups and utilizing community resources. 10. Assists in the development of the School Improvement Plan. 11. Coordinates evaluation, selection, and distribution of instructional materials. 12. Assists the Principal in the selection, supervision, and evaluation of staff. 13. Supervises extra-curricular activities. 14. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 15. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 16. Coordinates and conducts appropriate parent/teacher conferences related to curriculum. 17. Secures substitute teachers as needed. 18. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 19. Works in conjunction with the Principal to provide professional development opportunities for all staff. 20. Participates/facilitates in workshops, conferences, parent-teacher meetings. 21. Serves as liaison between school and community to utilize community resources. 22. Coordinates the IDEA 504 process. 23. Oversees the implementation of the Positive Behavior Support (PBS) program. 24. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class

Name	Position Title	Job Duties and Responsibilities
		<p>transition, lunch, dismissal).</p> <p>25. Performs other duties, tasks, and responsibilities as assigned by the Principal.</p>
Fragola, Megan	Instructional Coach	<ol style="list-style-type: none"> 1. Provides workshops and designs professional development plans. 2. Mentors and coaches teachers. 3. Models instruction for teachers. 4. Gives information and develops resources for a variety of staff, teachers, parents, students, and/or administrators. 5. Attends school, district, and county meetings, as related to assignment. 6. Represents the district in assigned areas. 7. Attends professional development activities. 8. Makes presentations as needed. 9. Conducts program evaluation. 10. Performs other duties as assigned.
Zimmer, Jenna	Reading Coach	<ol style="list-style-type: none"> 1. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling. 2. Works collaboratively with the administrative team, the district Curriculum department, assistant principal for curriculum, and staff at assigned school to help implement the state and district curricula. 3. Provides instructional support for teachers through intentional planning, job-embedded professional learning, modeling and co-teaching and coaching cycles. 4. Plans and implements professional learning opportunities that are based on analysis of student performance indicators and aligned with current research. 5. Demonstrate and model best practices through large group, small group, or one-on-one activities. 6. Maintain a schedule approved by the Principal and a log of coaching activities. 7. Coach instructional staff, which includes pre-conferencing with teachers, observation of instruction, structured activities to enhance instructional delivery and post-conferencing. 8. Assist teachers in analyzing student data and developing action plans for differentiated instruction, including supports for ESE and ELL students. 9. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction. 10. Promotes teachers' delivery and understanding of the curriculum through long and short range planning. 11. Facilitates teachers' use of successful, evidence-based instructional strategies, including differentiated instructions for diverse learners. 12. Participate in monthly District Coach meetings that include

Name	Position Title	Job Duties and Responsibilities
		<p>professional development designed to enhance the coaching model and build pedagogical content knowledge.</p> <p>13. Assists in the implementation of the Multi-Tiered System of Supports, including Tier 2 and 3 interventions.</p> <p>14. Works directly with individual and/or small groups of students for intervention support during second semester.</p> <p>15. Performs other duties as assigned.</p>
Hernandez, Cristina	ELL Compliance Specialist	<ol style="list-style-type: none"> 1. Communicates information to students. 2. Develops and implements engaging lessons and designs authentic work for students. 3. Incorporates reading and writing strategies across all content areas. 4. Participates in the selection, adaptation, and/or development of instructional materials. 5. Integrates technology appropriately to enhance student learning and instructional delivery. 6. Remains current and knowledgeable about evidence-based practices related to teaching and learning. 7. Implements evidence-based instructional strategies. 8. Develops and administers formative and summative assessments to monitor student progress. 9. Analyzes and uses student performance data to inform instruction. 10. Participates in Professional Learning Communities (PLC), IEP meetings, RtI meetings, Problem-Solving Team meetings and other school-based meetings as assigned. 11. Maintains class records and individual student progress records. 12. Establishes classroom routines and procedures and implements effective classroom management. 13. Identifies causes of classroom behavior and works to correct it utilizing all available resources. 14. Demonstrates instructional and social skills which assist pupils' students in developing a positive self-concept. 15. Demonstrates teaching skills which assist pupils in developing positive values, attitudes, and behavior patterns. 16. Assists in maintaining inventory of instructional materials, supplies, equipment, and furniture. 17. Safeguards the health and safety of students. 18. Works with school administration, team leaders, grade level colleagues, and other staff to improve academic achievement and development of ELL students.
Hart, Scott	Other	<ol style="list-style-type: none"> 1. Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. 2. Maintains a working knowledge of local, state, and federal laws and

Name	Position Title	Job Duties and Responsibilities
		<p>regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development.</p> <p>3. Attends all district required professional development activities aligned with specific position requirements and demonstrates active participation and follow-through at the school(s) of assignment.</p> <p>4. Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs.</p> <p>5. Prepares, reviews, and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements.</p> <p>6. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and schoolbased administrators with F.T.E., student projections, compliance monitoring, and federal, state, and local reports.</p> <p>7. Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students.</p> <p>8. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school and offers parents training about Exceptional Student Education.</p> <p>9. Performs other duties as assigned.</p>
Jacome, Stephanie	Math Coach	<p>1. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling.</p> <p>2. Works collaboratively with the administrative team, the district Curriculum department, assistant principal for curriculum, and staff at assigned school to help implement the state and district curricula.</p> <p>3. Provides instructional support for teachers through intentional planning, job-embedded professional learning, modeling and co-teaching and coaching cycles.</p> <p>4. Plans and implements professional learning opportunities that are</p>

Name	Position Title	Job Duties and Responsibilities
		<p>based on analysis of student performance indicators and aligned with current research.</p> <p>5. Demonstrate and model best practices through large group, small group, or one-on-one activities.</p> <p>6. Maintain a schedule approved by the Principal and a log of coaching activities.</p> <p>7. Coach instructional staff, which includes pre-conferencing with teachers, observation of instruction, structured activities to enhance instructional delivery and post-conferencing.</p> <p>8. Assist teachers in analyzing student data and developing action plans for differentiated instruction, including supports for ESE and ELL students.</p> <p>9. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction.</p> <p>10. Promotes teachers' delivery and understanding of the curriculum through long and short range planning.</p> <p>11. Assists teachers in utilizing mathematics manipulatives and supportive software.</p> <p>12. Facilitates teachers' use of successful, evidence-based instructional strategies, including differentiated instructions for diverse learners.</p> <p>13. Participate in monthly District Coach meetings that include professional development designed to enhance the coaching model and build pedagogical content knowledge.</p> <p>14. Assists in the implementation of the Multi-Tiered System of Supports, including Tier 2 and 3 interventions.</p> <p>15. Works directly with individual and/or small groups of students for intervention support during second semester.</p>

Demographic Information

Principal start date

Thursday 6/27/2019, Margaux Horne

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

572

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	97	111	98	78	89	80	0	0	0	0	0	0	0	553	
Attendance below 90 percent	6	10	23	16	12	11	0	0	0	0	0	0	0	78	
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3	
Course failure in ELA	0	4	26	25	53	1	0	0	0	0	0	0	0	109	
Course failure in Math	0	4	21	8	7	4	0	0	0	0	0	0	0	44	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	8	13	0	0	0	0	0	0	0	21	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	16	0	0	0	0	0	0	0	22	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	10	9	10	9	0	0	0	0	0	0	0	38	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	3	22	8	7	4	0	0	0	0	0	0	0	44	
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2	

Date this data was collected or last updated

Monday 8/15/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	95	75	87	73	80	0	0	0	0	0	0	0	503
Attendance below 90 percent	13	21	17	14	8	13	0	0	0	0	0	0	0	86
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	27	22	55	1	0	0	0	0	0	0	0	0	106
Course failure in Math	1	21	19	36	2	0	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	12	12	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	14	15	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	9	10	10	7	2	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	21	6	6	4	0	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	95	75	87	73	80	0	0	0	0	0	0	0	503
Attendance below 90 percent	13	21	17	14	8	13	0	0	0	0	0	0	0	86
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	27	22	55	1	0	0	0	0	0	0	0	0	106
Course failure in Math	1	21	19	36	2	0	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	12	12	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	14	15	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	9	10	10	7	2	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	21	6	6	4	0	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	64%	56%				58%	60%	57%
ELA Learning Gains	64%						59%	59%	58%
ELA Lowest 25th Percentile	58%						49%	51%	53%
Math Achievement	71%	56%	50%				72%	68%	63%
Math Learning Gains	81%						77%	64%	62%
Math Lowest 25th Percentile	72%						63%	55%	51%
Science Achievement	58%	72%	59%				56%	59%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	61%	6%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	53%	58%	-5%	58%	-5%
Cohort Comparison		-67%				
05	2022					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	68%	-6%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	57%	65%	-8%	64%	-7%
Cohort Comparison		-62%				
05	2022					
	2019	84%	67%	17%	60%	24%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	56%	-3%	53%	0%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	25	42	57	34	73	75	23				
ELL	59	58	48	76	87	81	54				
BLK	50	64		50	73						
HSP	63	63	60	72	82	75	58				
FRL	60	63	57	70	80	71	54				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	64		34	43		31				
ELL	63	64	65	58	68	75	59				
BLK	69			54							
HSP	66	67	63	62	71	54	67				
FRL	64	69	63	60	70	57	66				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	40	41	40	56	54	18				
ELL	52	60	51	66	76	65	56				
BLK	41	50		47	58						
HSP	59	60	48	73	78	64	55				
FRL	57	58	48	71	77	62	55				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	525
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities continue to under perform district counterparts

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reading and math proficiency for students with disabilities

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

State accountability will be based on overall proficiency this year. It is important to maintain proficiency as students move through the grade levels. The trend tends to be downward in math and reading as students move through the grade levels. The achievement gap increases for these students. Additional time will be spent to help remediate and ensure that students who receive IEP services are not missing core instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning Gains in mathematics. Students moved from 71% to 81% making gains. That is an increase from SY 19-SY21, which saw a drop of 6%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strategic grouping of students during remediation time helped ensure that teachers were hitting the targeted skills students needed. We also ensured that our most talented instructors were in front of our students. This meant schedule adjustments as needed. ESE and resource staff saw students outside of core instructional time, so that they were able to participate in on grade level instruction AND remediation.

What strategies will need to be implemented in order to accelerate learning?

Continue to structure student schedules to be with the most effective teachers. Utilize extended day to address the most struggling skills in both reading and math. Collaboratively plan with staff to help ensure full implementation and understanding of new standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional learning will be centered around our Deliberate Practice element, "Establishing and Maintaining Effective Relationships in a student-centered classroom. This will help ensure that students want to be in class and are engaged with the content 100% of the time.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Extended learning opportunities (Hawk Time) will take place each day. Support staff, ESE inclusion, Academic Tutors and Reading Resource staff members will support struggling students outside of the large group classrooms, while teachers differentiate instruction in reading and math to support students enrichment and remediation. Additionally, a staggered schedule of reading and math, ensure additional staff are able to support during the most critical instruction. Additionally, all grade levels have targeted homework that focused on the most important benchmarks for the grade level and subject areas.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on SY22 data 58% of students met standards in science. That is a drop from 68% in SY21. The subgroups of students with disabilities and migrant are performing below their district counterparts. 5th grade students in science are scoring 23% proficient. This is not in line with Highlands' non SWD peers or other students with disabilities within the district. Students classified as migrant are 57% of students are proficient.

Measurable**Outcome:****State the specific measurable****outcome the****school plans to achieve. This should****be a data****based,****objective****outcome.**

When focused on operational supports, planning and delivering standards-based instruction using district resources, then overall proficiency will increase from 58% to 65% by June 2, 2023.

Monitoring:**Describe****how this****Area of****Focus will****be****monitored****for the****desired****outcome.**

During grade level collaborative planning, administration, coach and teachers, will plan which Tier 1 common assessments to monitor progress and take a data point for the learning goal being taught. The next week we discuss the data we collected and analyze for instructional opportunities, review and growth. The data point we collect is also recorded on the teachers' core data sheet and prepared for presentation by coach. After students take their quarterly district benchmark assessments, we will discuss and analyze the grade level data so we address standards and item types that need reteaching. During leadership team meetings, we identify students who are not making adequate progress. ESE case managers, ELL and Migrant funded staff, school interventionist, as well as teachers will monitor data (biweekly) and implement strategies and interventions (daily) for students as evidenced by collaborative planning (weekly), lesson planning (weekly), data chats (quarterly) and students data binders (weekly).

Person**responsible****for****monitoring****outcome:**

Marina Meehan (meeham@collierschools.com)

Evidence-based Strategy:**Describe the****evidence-****based**

Students will continue to receive standards based instruction with common formative assessments. Additional strategies, modifications and access to ESE certified teachers will track individual progress goals. Maximize instructional intervention time with ESE and specialist staff outside of core instruction.

**strategy
being
implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Coaches lead weekly standards-based collaborative planning to be sure that teachers are using our Marzano instructional model along with our district curriculum to increase learning and student achievement. They design common assessments and analyze their student data to monitor the effectiveness of their instruction. Classroom modeling serves as professional development when there is a concern in one of these areas.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify targeted IEP and migrant groups by grade level. Align students groups by IEP goals. This helps narrow the academic range for each case worker, as they maximize instructional techniques.

**Person
Responsible** Scott Hart (harts3@collierschools.com)

Administration and coach will participate in one day of instructional rounds where standards based planning and formative assessment will be the focus during observations of science instruction.

**Person
Responsible** Mara Shaffer (shaffm@collierschools.com)

Teachers will implement weekly lesson plans with fidelity.

**Person
Responsible** Marina Meehan (meeham@collierschools.com)

#2. Instructional Practice specifically relating to ELA**Area of Focus
Description and**

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the SY 22, reading proficiency is 80%, 65%, 64%, 69%, 67% and 51% proficiency by grade level (k-5). Students classified as migrant as well are scoring 72%, 63% and 42% in ELA. Specially in the area of reading instruction, full implementation of the gradual release model during foundational skills instruction, was not evident. Teachers would model (I-Do), practice with students (We-Do), but failed to allow students to practice and apply skills (You-Do).

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on full implementation of the gradual release model in foundational skills instruction, students will see an increase overall reading proficiency from 63% to 68% by June 2, 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Weekly planning sessions will take place with teachers, resource staff members and administration with the goal of producing these supportive structures to ensure students apply reading skills in context. Professional Learning opportunities on the gradual release model during Win-Win workshops, Early Release days and district professional development. Weekly assessment data will begin the meeting to review the effectiveness of the instruction during the prior week. Teams will decide how to evaluate students and their instructional progress between district and state testing (as needed by instruction). Quarterly benchmarks, module assessments as well as monitoring online resources such as iReady. Administration monitors FTEM reports to compare instructional practice scores with student achievement.

Person responsible for monitoring outcome:

Tiffany Rosenberger (rosent1@collierschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

Students will receive on grade level instruction with an emphasis on foundational reading skills and comprehension. Teachers will utilize the gradual release method of "I-Do, We-Do, You-Do" to ensure that students are supported as they move to autonomy. Data will be tracked to ensure students response to instruction and teachers will share the most effective strategies used.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Coaches lead weekly standards-based collaborative planning to be sure that teachers are using our Marzano instructional model along with our district curriculum to increase learning and student achievement. They design common assessments and analyze their student data to monitor the effectiveness of their instruction. Classroom modeling serves as professional development when there is a concern in one of these areas.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and coaches will participate in quarterly instructional rounds where implementation of the gradual release model and student application of skill is observed and discussed.

**Person
Responsible** Margaux Horne (hornem@collierschools.com)

Teachers will engage in standards based collaborative planning that address student application of skills in both foundation and core reading instruction.

**Person
Responsible** Jenna Zimmer (zimmerje@collierschools.com)

Teachers will implement weekly lesson plans with fidelity.

**Person
Responsible** Tiffany Rosenberger (rosent1@collierschools.com)

#3. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the SY 22, math proficiency is 87%, 88%, 95%, 67%, 70% and 75% proficiency by grade level (K-5). Students classified as migrant are scoring in math they are scoring 81%, 68% and 68% proficient. Additionally in the area of math instruction, it is anticipated that teachers will struggle with the implementation of new BEST standards in mathematics.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

When focused on standards aligned Math instruction, then students will increase overall Math proficiency from 71% to 75% by June 2, 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Weekly planning sessions will take place with teachers, resource staff members and administration with the goal of producing these supportive structures and increased focus on deeper understanding of the BEST standards. Weekly assessment data will begin the meeting to review the effectiveness of the instruction during the prior week. Teams will decide how to evaluate students and their instructional progress between district and state testing (as needed by instruction). Quarterly benchmarks, module assessments as well as monitoring online resources such Redbird growth monitoring tool will also help determine overall student progress. Administration monitors FTEM reports to compare instructional practice scores with student achievement.

Person responsible for monitoring outcome:

Margaux Horne (hornem@collierschools.com)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will receive the on-grade level instruction, with a focus in these areas as well as focus on building procedural fluency from conceptual understanding. Extended time Support student understanding and access to content through 3 reads strategy-supporting comprehension strategies within the math block

Rationale for Evidence-based

Coaches lead weekly standards-based collaborative planning to be sure that teachers are using our Marzano instructional model along with our district curriculum to increase learning and student achievement. They design common questioning and collaborative

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

structures to produce lessons that are supportive of student struggle, engage students in mathematical discourse surrounding that struggle and ensure content fluency by the facilitator to pose meaningful questions to lead students during instruction. Classroom modeling serves as professional development when there is a concern in one of these areas as well as whole staff professional learning around school professional learning goal. Teams will develop common assessments as well as use district designed assessments to monitor progress

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Admin and coach will participate in quarterly instructional rounds to focus on the 3-reads strategy in mathematics.

Person Responsible Margaux Horne (hornem@collierschools.com)

Teachers will engage in standards based planning that incorporates 3-read strategy implementation and supportive structures.

Person Responsible Stephanie Jacome (jacoms@collierschools.com)

Teachers will implement weekly lesson plans with fidelity.

Person Responsible Margaux Horne (hornem@collierschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Based on the principals outlined by the 7 Habits of Highly Successful People, Highlands is a Leader in Me Lighthouse school. The paradigms of leadership drive the processes, procedures and policy of the school. Staff lighthouse leaders lead the school and participate in shared decision making with administrative guidance. Each staff member is participant in a staff action team, which provides them voice in school function. Grade levels have team leaders which help guide decision making, share communication and support staff.

Identify the stakeholders and their role in promoting a positive school culture and environment.

There are many stakeholders at Highlands. Our students, teachers, families as well as community members. Students are members of the Student Lighthouse Committees and Student Action teams, and they participate in community give backs and public service projects. Students also conduct student led conferences with the parents to present goal setting and progress to their adult advocates. Teachers lead student action teams, plan and present family events such as STREAM and Literacy Night, plan and host student led conferences, attend parent conferences, IEP meetings and communicate with stakeholders via digital and phone methods. Parents participate in Parent Lighthouse Meetings, attend curriculum events such as STREAM and Literacy Nights, they attend grade level and classroom celebrations, attend IEP meetings, parent conferences and Student Led conferences. Each year we host and plan Meet the Teacher events, Curriculum Nights and fine arts celebrations. Community members are also members of our Parent Lighthouse meetings and school events. Each year we host a Leadership Day. This event is planned, prepared and presented by student leaders, helpful staff and attending by all interested parties including national guests.